

<b>LEADERSHIP COMMITTEE REPORTS</b>						
<b>From</b>	<b>Period start date</b>			<b>To</b>	<b>Period end date</b>	
	<b>14</b>	<b>09</b>	<b>2020</b>		<b>19</b>	<b>10</b>
<b>Overview of Charity's key details</b>						
<b>Charity name:</b>	The University of Bath Students' Union					
<b>Other names:</b>	The SU					
<b>Charity number:</b>	1143154					
<b>Charity address:</b>	The SU Bath, University of Bath, Claverton Down, Bath, BA2 7AY					
<b>Governing document:</b>	Articles of Association					
<b>Constitution:</b>	Unincorporated association					
<b>Details of Charity's professional services</b>						
<b>Bank name:</b>	National Westminster Bank Plc					
<b>Bank address:</b>	39 Milsom Street, Bath, BA1 1DS					
<b>Auditor name:</b>	RSM UK Audit LLP					
<b>Auditor address:</b>	Hartwell House, 55 – 61 Victoria Street, Bristol, BS1 6AD					
<b>Committee Membership</b>						
<b>Trustee name</b>	<b>Office</b>	<b>Start date</b>	<b>End date</b>	<b>Appointment</b>		
Francesco Masala	President	02/07/2019	28/06/2021	Elected by Members		
Annie Willingham	Education Officer	29/06/2020	28/06/2021	Elected by Members		
Ka Ho Ho	Postgraduate Officer	29/06/2020	28/06/2021	Elected by Members		
Freya Jackson	Community Officer	29/06/2020	28/06/2021	Elected by Members		
Tom Sawko	Sport Officer	02/07/2019	28/06/2021	Elected by Members		

<b>Content</b>	<b>Report Number</b>
<a href="#">Report on minutes of the previous meeting and actions arising</a>	R1
<a href="#">Report on Strategy and Performance Monitoring</a>	R2
<a href="#">Report on Project and Campaign Management</a>	R3
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**PURPOSE**

To:

- approve the minutes of the previous meeting;
- inform the committee of the outcome of actions arising from that meeting;
- note any decision that have been made by the committee since without a meeting.

**CONTENTS**

Pages 1: Report

Pages 2-4: Appendix 1: Leadership Committee minutes

**REPORT****1. MINUTES OF THE PREVIOUS MEETING**

- 1.1. The minutes of the previous meeting are attached as appendix 1 and require the committees approval before being signed by the Chair.
- 1.2. If any committee members have any amendments can they please email these to the committee secretary before the meeting. Any amendments made will be noted to the committee at the meeting.

**2. OUTCOME OF ACTIONS ARISING FROM THE PREVIOUS MEETING**

- 2.1. A black student is planned to be recruited for the December Board meeting and a project plan for has been submitted as part of these papers.
- 2.2. The Sport Officer's has submitted a client brief for the active travel campaign which has been included within these papers.
- 2.3. The Governance & Executive Support Manager has submitted a project plan for the Student Groups Restructure project which has been included within these papers.
- 2.4. The Insight & Engagement Manager is to provide a brief update to Leadership Committee in December on how effective the changes ISA and PGA have been.

**3. DECISIONS MADE BY THE COMMITTEE WITHOUT A MEETING**

- 3.1. There have been no decisions made by the committee without a meeting.

<b>CONTACT:</b>	Gregory Noakes (Governance & Executive Support Manager)	Telephone: 01225 386362 E-Mail: g.d.noakes@bath.ac.uk
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## APPENDIX 1: Leadership committee Minutes

Meeting:	<b>Leadership Committee</b>		
Location:	<b>Microsoft Teams Meeting</b>		
Date & Time:	<b>Monday 14<sup>th</sup> September 2020 at 10am</b>		
<b>Present:</b>			
Francesco Masala	President ( <i>Acting Chair</i> )		
Fritz Ho	Postgraduate Officer		
Annie Willingham	Education Officer		
Tom Sawko	Sport Officer		
<b>In attendance:</b>			
Gregory Noakes	Governance & Executive Support Manager ( <i>Secretary</i> )		
Andrew McLaughlin	Chief Executive		
Amy Young	Insight & Engagement Manager		
Polly Hawker	Head of Activities		
Item			
1.	<b>Apologies for absence</b>		
	<b>Name</b>	<b>Reason</b>	<b>Accepted</b>
	Freya Jackson	Other work commitments	Yes
	With the Chair absent the Committee elected the President as Chair for this meeting only.		
2.	<b>Notice of any other business</b>		
	No items were identified at this point for discussion under any other business.		
3.	<b>Declaration of conflict of interest</b>		
	No conflicts of interests were declared in any items on the agenda.		
4.	<b>Minutes of the previous meeting and matters arising</b>		
	The Committee received a report on minutes of the previous meeting and matters arising ( <i>See R1 of the Committee reports</i> ).		
	They approved the previous minutes for the Chair to sign and noted that the following matters were still to be actioned:		
	<b>ACTION: A black student to be recruited in the autumn to be appointed on to the Board of Trustees at the December Board meeting.</b>		
	<b>ACTION: Client brief for Sport Officer's campaign to be written and approved by the Committee via a decision without a meeting.</b>		
	The Committee noted that the following decisions had been made without a meeting in accordance with Article 101:		
	<ul style="list-style-type: none"> <li>The Committee agreed the Bath Time budget of £680 for immediate use on the 28/08/2020.</li> </ul>		

5.	<p><b>ISA Restructure</b></p> <p>The Committee received a report on International Student Association (<i>ISA</i>) restructure (<i>See R2 of the Committee reports</i>).</p> <p>The Insight &amp; Engagement Manager explained the background and rationale behind the proposed changes for restructure of ISA. Previous feedback from consultation had identified that members felt like ISA was a separate entity to The SU. To address this they were looking to rebrand ISA as the International Executive Committee thereby dropping the reference to association. Other feedback had identified that members felt that operational matters like the running of events had come to dominate meetings at the expense of representational issues. The proposed changes would create an events committees to handle operational matters separately to the International Executive Committee.</p> <p>The Chief Executive questioned whether the proposed changes were bold enough and in line with the new strategy. Strategically the aim of any change in this area should be to increase international student participation and its value to the community. Over the summer The SU had been much more ambitious in how they engaged with students and they felt this should be shaping plans going forward. However, the changes did make sense and they weren't against them provided this was an interim step on the way to something better.</p> <p>The Committee discussed and agreed that the Student Group project should be expanded to look at the role of Executive Committees within The SU to identify their purpose going forward. A project plan for this should be submitted to the Committee by the end of the autumn term.</p> <p><b>ACTION: Student Group and Executive Committee project plan to be submitted to Leadership Committee before the end of December.</b></p> <p>The Committee approved the proposed restructure of ISA and requested that the Insight &amp; Engagement Manager provide a brief update to Leadership Committee in the future on how effective the changes were.</p> <p><b>ACTION: Insight &amp; Engagement Manager to provide brief update to Leadership Committee on how effective the changes were before the end of December.</b></p>
6.	<p><b>Postgraduate Restructure</b></p> <p>The Committee received a report on Postgraduate Association restructure (<i>See R3 of the Committee reports</i>).</p> <p>The Insight &amp; Engagement Manager explained the background and rationale behind the proposed changes for restructure of PGA. Previous feedback from consultation had identified that members felt that postgraduate taught students and doctoral students had distinctively different issues they wanted to discuss. To address this they were looking to create two separate executive committees for each with their own council and events group.</p> <p>The Chief Executive supported the changes as these were in line with what doctoral students had been asking for several years but encouraged this to be further developed. These were communities that were distinctively different to the rest of The SU and its members had very different needs that needed to be recognised. The establishment of PGA had not significantly increased doctoral student participation as originally envisioned.</p>

	The Committee approved the proposed restructure of PGA.
7.	<b>Any other business</b>  No items had been previously identified for discussion.
<b>The meeting ended at 11am.</b>	
<b>Item number</b>	<b>Action</b>
4	A black student to be recruited in the autumn to be appointed on to the Board of Trustees at the December Board meeting.
4	Client brief for Sport Officer's campaign to be written and approved by the Committee via a decision without a meeting.
5	Student Group and Executive Committee project plan to be submitted to Leadership Committee before the end of December.
5	Insight & Engagement Manager to provide brief update to Leadership Committee on how effective the changes were before the end of December.

# REPORT ON STRATEGY AND PERFORMANCE MONITORING

## PURPOSE

To report on:

- the strategy's key performance indicators (*KPIs*);
- equality, diversity and inclusivity within The SU (*to be included in future reports*);
- overall statistics for complaints and Student Member disciplinary;
- external speaker applications;
- elections;
- staffing matters.

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## REPORT

### 1. BACKGROUND

- 1.1. This report provides key data from across The SU that allows for the monitoring of performance and strategy.
- 1.2. Since the last report the following main areas have been updated:
- Student Life Pulse Survey 3 year comparison;
  - Student Member disciplinary Statistics;
  - External Speaker Statistics;
  - Alumni Grant Statistics.
- 1.3. The Alumni grant statistics is a new appendix that has been added to the report. The intention is to keep Officers informed of spend so that they might:
- help encourage student groups to apply for the grant;
  - identify a project that could be supported by this grant.

## ACTIONS

2. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: <a href="mailto:g.d.noakes@bath.ac.uk">g.d.noakes@bath.ac.uk</a>
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**APPENDIX 1: Student Life Pulse Survey 2017-20**

<b>Overall satisfaction and perceptions</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'satisfied' or 'very satisfied' in response to 'Overall, how satisfied or dissatisfied are you with your SU?'	63%	62%	56%
Students who selected 'agree' or 'strongly agree' in response to 'I am getting the most out of my time at university'	66%	65%	63%
<b>The SU and students' employability</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'My current activities at university are preparing me for my future career'	72%	76%	74%
Students who selected 'agree' or 'strongly agree' in response to 'The SU is making me more employable'	21%	24%	16%
<b>The SU and students' academic experience</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'The SU (Association or Guild) effectively represents students' academic interests'	57%	58%	53%
<b>Representation and democracy</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'I can influence decisions made by the SU'	35%	32%	30%
Students who selected 'agree' or 'strongly agree' in response to 'The SU represents the views of students effectively'	57%	57%	51%
<b>Advice and student wellbeing</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'Overall, how satisfied are you with your life nowadays?'	84%	82%	83%
Students who selected 'agree' or 'strongly agree' in response to 'The SU has a positive impact on my wellbeing'	46%	52%	44%
Students who selected 'agree' or 'strongly agree' in response to 'I would turn to the SU if I needed help or advice'	49%	50%	47%
Students who selected 'agree' or 'strongly agree' in response to 'The SU provides useful advice to students'	63%	64%	61%
<b>The SU and students' social lives</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'I am getting the social experience I want from university life'	70%	69%	67%
Students who selected 'agree' or 'strongly agree' in response to 'The SU has a positive impact on my social life'	60%	61%	54%
<b>Involvement</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'The SU offers a wide range of sports, clubs and societies that I can get involved in'	85%	86%	85%
<b>Communications</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'I am well informed about what is going on at the SU'	47%	47%	44%
Students who selected 'agree' or 'strongly agree' in response to 'The SU's communications are relevant to me'	43%	42%	38%
<b>Commercial services</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Students who selected 'agree' or 'strongly agree' in response to 'I am satisfied with the commercial services provided by the SU'	54%	54%	52%
Students who selected 'agree' or 'strongly agree' in response to 'I understand how the profits from commercial services are used by the SU'	26%	27%	24%

# REPORT ON STRATEGY AND PERFORMANCE MONITORING

## APPENDIX 2: Complaint Statistics

Breakdown of Complainants	2018-19					2019-20				
	Undergraduate	Postgraduate	Public	Staff	University	Undergraduate	Postgraduate	Public	Staff	University
Procedures	0	0	1	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0	0
Event/Activity	1	0	0	0	0	1	0	0	0	0
SU Security Staff	0	0	0	0	0	2	0	0	0	0
Staff member	1	0	0	0	0	1	1	0	0	0
Senior Staff member	0	0	0	0	0	0	0	0	0	0
Officer	1	0	0	0	0	1	0	0	0	0
Student Group Event/activity	2	0	0	0	0	2	0	1	0	0
<b>Total:</b>	5	0	1	0	0	7	1	1	0	0

Breakdown of response to Complaints	2018-19			2019-20		
	Stage 1: Staff	Stage 2: Committee	Stage 3: University	Stage 1: Staff	Stage 2: Committee	Stage 3: University
Procedures	1	1	0	0	0	0
Service	0	0	0	0	0	0
Event/Activity	1	0	0	1	0	0
SU Security Staff	0	0	0	2	0	0
Staff member	1	0	0	1	0	0
Senior Staff member	0	0	0	0	0	0
Officer	1	0	0	1	0	0
Student Group Event/activity	2	0	0	3	0	0
<b>Total:</b>	6	1	0	8	0	0

**APPENDIX 3: Student Member Disciplinary Statistics**

2019-20		Misconduct Reported											
		Unauthorised entry	Disruptive behaviour	Loss of property	Risking harm	Bullying	Violent Behaviour	Discrimination	Sexual misconduct	Harrasment	Breaching a sanction	Other	Total
	Total reported:	9	11	3	5	6	19	0	5	0	5	8	71
Respondent	Undergraduate Y1	5	4	3	3	3	8	0	2	0	2	5	35
	Undergraduate Y2	3	1	0	0	2	3	0	0	0	2	2	13
	Undergraduate Y3	1	1	0	0	0	2	0	1	0	1	0	6
	Undergraduate Y4	0	4	0	0	1	1	0	2	0	0	0	8
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
Unidentified	0	0	0	2	0	5	0	0	0	0	1	8	
Reporting Party	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	2	0	2
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Public	0	0	0	0	0	0	0	0	0	0	0	0
	University	0	0	0	0	0	1	0	1	0	0	0	2
	The SU	9	11	3	5	6	18	0	4	0	1	8	65
Unidentified	0	0	0	0	0	0	0	0	0	2	0	2	
SU Response	No action taken	3	0	2	0	1	2	0	0	0	0	2	10
	SU Disciplinary	6	11	1	3	4	5	0	0	0	5	0	35
	SU Appeal Stage 1	1	0	0	0	1	0	0	0	0	2	0	4
	SU Appeal Stage 2	0	0	0	0	0	0	0	0	0	0	0	0
	University Referral	0	0	0	0	1	7	0	5	0	0	5	18
University	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	University Disciplinary	0	0	0	0	0	0	0	0	0	0	3	3
	Joint Disciplinary	0	0	0	0	1	7	0	5	0	0	2	15

2018-19		Misconduct Reported											Total
		Unauthorised entry	Disruptive behaviour	Loss of property	Risking harm	Bullying	Violent Behaviour	Discrimination	Sexual misconduct	Harrasment	Breaching a sanction	Other	
Respondent	Total reported:	6	5	1	3	5	12	0	7	0	0	2	41
	Undergraduate Y1	4	2	0	3	3	5	0	4	0	0	1	22
	Undergraduate Y2	1	2	0	0	0	1	0	1	0	0	0	5
	Undergraduate Y3	1	0	0	0	0	1	0	0	0	0	0	2
	Undergraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Undergraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0	0	0	0
	Unidentified	0	1	1	0	2	5	0	2	0	0	1	12
	Reporting Party	Undergraduate Y1	0	0	0	0	0	0	0	0	0	0	0
Undergraduate Y2		0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate Y3		0	0	0	0	0	0	0	3	0	0	0	3
Undergraduate Y4		0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate Y5		0	0	0	0	0	0	0	0	0	0	0	0
Postgraduate Y1		0	0	0	0	0	0	0	0	0	0	0	0
Postgraduate Y2		0	0	0	0	0	0	0	0	0	0	0	0
Postgraduate Y3		0	0	0	0	0	0	0	0	0	0	0	0
Postgraduate Y4		0	0	0	0	0	0	0	0	0	0	0	0
Postgraduate Y5		0	0	0	0	0	0	0	0	0	0	0	0
Public		0	0	0	0	0	0	0	0	0	0	0	0
University		0	0	0	0	0	0	0	0	0	0	0	0
The SU		6	5	1	3	5	12	0	4	0	0	1	37
Unidentified	0	0	0	0	0	0	0	0	0	0	1	1	
SU Response	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	SU Disciplinary	6	5	1	3	4	5	0	3	0	0	0	27
	SU Appeal Stage 1	0	1	0	1	1	0	0	0	0	0	0	3
	SU Appeal Stage 2	0	0	0	0	0	0	0	3	0	0	0	3
	University Referral	0	0	0	0	1	7	0	4	0	0	2	14
University	No action taken	0	0	0	0	0	0	0	0	0	0	0	0
	University Disciplinary	0	0	0	0	1	2	0	4	0	0	1	8
	Joint Disciplinary	0	0	0	0	0	5	0	0	0	0	1	6

2019-20		SU Membership								
		Sports	Societies	Volunteering	Media	Diversity & Support	Politics & Activism	International	Postgraduate	None
Respondent	Undergraduate Y1	23	12	1	0	0	1	0	0	6
	Undergraduate Y2	10	2	0	0	0	0	0	0	1
	Undergraduate Y3	5	1	0	0	0	0	0	0	1
	Undergraduate Y4	6	1	0	0	0	0	0	0	2
	Undergraduate Y5	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0
Total Respondents		44	16	1	0	0	1	0	0	10

2018-19		SU Membership								
		Sports	Societies	Volunteering	Media	Diversity & Support	Politics & Activism	International	Postgraduate	None
Respondent	Undergraduate Y1	12	6	0	0	0	0	3	0	6
	Undergraduate Y2	3	1	0	0	0	0	1	0	1
	Undergraduate Y3	1	1	0	0	0	0	0	0	1
	Undergraduate Y4	0	0	0	0	0	0	0	0	0
	Undergraduate Y5	0	0	0	0	0	0	0	0	0
	Postgraduate Y1	0	0	0	0	0	0	0	0	0
	Postgraduate Y2	0	0	0	0	0	0	0	0	0
	Postgraduate Y3	0	0	0	0	0	0	0	0	0
	Postgraduate Y4	0	0	0	0	0	0	0	0	0
	Postgraduate Y5	0	0	0	0	0	0	0	0	0
Total Respondents		16	8	0	0	0	0	4	0	8

**APPENDIX 4: External Speaker Statistics**

Subgroup	Applications	Approved by SVC	Referred to Chief Executive	Approved by Chief Executive	Referred to University	Approved by University
Academic	0	0	0	0	0	0
D&S	1	1	0	0	0	0
ISA	0	0	0	0	0	0
P&A	0	0	0	0	0	0
PGA	0	0	0	0	0	0
Media	0	0	0	0	0	0
Societies	7	2	0	0	1	1
Sports	0	0	0	0	0	0
Volunteering	0	0	0	0	0	0
Other	0	0	0	0	0	0
<b>Total</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

**APPENDIX 5: Alumni Grant Statistics**

	Student Group	Project Title	Project Expenditure	Own budget	Crowdfunding	External Sponsor	Amount Requested	Decision	Amount given	Alumni Fund running total
September	Bath Basketball Society	Outdoor Basketball Sessions to Support Training and New Players	£163.87	£0.00	£0.00	£0.00	£163.97	Approved	£170.00	£26,830.00
	TEDx Bath University	TEDx Bath University Annual Conference 2020	£750.00	£200.00	£0.00	£0.00	£500.00	Partly Approved	£450.00	£26,380.00
	Bath Time							Approved	£420.00	£25,960.00
October	triathlon	Turbos	£450.00	£0.00	£0.00	£0.00	£450.00			£25,960.00
	PoleSoc	Enhancing the experience of PoleSoc with new equipment	£175.00	£0.00	£0.00	£0.00	£175.00			£25,960.00
	Trampoline	Coaching advancement	£6,289.00	£800.00	£0.00	£0.00	£1,200.00			£25,960.00
	Rowing	Hudson 4+ purchase	£13,680.00				£4,000.00	Not Approved		£25,960.00
	Backstage	Backstage Technical Services LED Lighting Fixtures	£7,600.00	£2,600.00	£0.00	£0.00	£6,000.00			£25,960.00
	Tennis	Increasing participation and accessibility in Tennis	£750.00	£0.00	£0.00	£0.00	£750.00	Approved	£750.00	£25,210.00

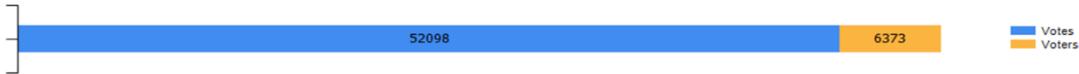
**APPENDIX 6: Election Data**

**2020/21 Elections**

Total votes and voters

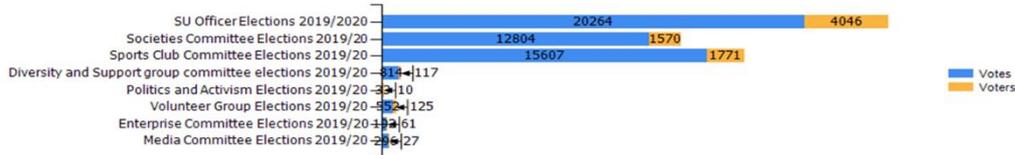


Overall individual votes and voters



**2019/20 Elections**

Total votes and voters

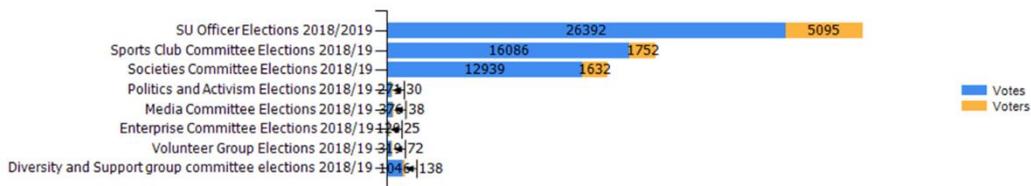


Overall individual votes and voters



**2018/19 Elections**

Total votes and voters



Overall individual votes and voters



# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

## PURPOSE

To report to the committee on:

- new client briefs/business cases received;
- the progress of ongoing projects/campaigns;
- projects/campaigns that have come to an end.

## CONTENTS

Page 1:	Report
Page 1:	Actions for the committee
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Page 10-16	Appendix 2: Student Group Restructure Project
Page 17-22	Appendix 3: SU Standpoints Project
Page 23-34	Appendix 4: Trustee Recruitment Project

## REPORT

### 1. BACKGROUND

1.1. The Project & Campaign Management policy explains how projects are approved and managed within The SU. All SU policies can be found on [policy page](#)<sup>1</sup> of the governance section of the website.

### 2. CLIENT BRIEFS

2.1. The following client briefs have been received since the last meeting:

- Active Travel Client Brief

### 3. PROJECT PLANS

3.1. The following project plans have been received since the previous meeting:

- Student Group Restructure Project
- SU Standpoints Project;
- Trustee Recruitment Project.

## ACTIONS FOR THE COMMITTEE

4. The committee are asked to:

- consider each project and decide whether they will approve it to proceed;
- confirm the client, sponsor and project manager for each project;
- consider the draft Student Group policy contained within the Student Group Restructure Project paperwork and give feedback;
- consider the amended Trustee Recruitment & Induction policy contained within the Trustee Recruitment Project paperwork and decide whether to approve it.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: <a href="mailto:g.d.noakes@bath.ac.uk">g.d.noakes@bath.ac.uk</a>
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<sup>1</sup> If this link no longer works this means there has been a change to the website since this report was published.

# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

## APPENDIX 1: Active Travel Client Brief

<b>Name of project /campaign</b>	<b>Active Travel Project (Climate Shift Programme)</b>
<b>Client</b>	<i>Tom Sawko</i>
<b>Sponsor</b>	<i>Andrew McLaughlin/Tom Britten</i>
<b>Project Manager</b>	<i>Matt Price</i>
<b>Consulted</b>	<i>Students (survey- appendix 1), Helen Webb, Ian Walker, Joanna Wright</i>
<b>Informed</b>	<i>Greg Sharp, Tom Britten</i>

### 1. What is the current situation?

*What is going wrong at present? What is the opportunity?*

This year:

- Covid and social distancing guidelines means reduced bus capacity and a need for alternative transport.
- Council/resident worries around cars on/off campus as the main alternative.
- The SU declared a climate emergency

General:

- Students don't know the ways in which the uni and SU support active travel
- Environmental impact of buses and cars primary means of travel by students and staff.
- Hill a daunting prospect to most.
- Inconsistent bus-user numbers and unpredictability year-to-year.

Active travel survey results (appendix 1)- key findings:

- Students don't know what we/the uni do around active travel

#### **Opportunity:**

Immediate:

- Students and staff potentially more receptive to getting active post-covid (high proportion have taken on active-habits that they'd like to keep, evidenced by sport England)
- Students less likely to buy bus season ticket (fewer hours on campus)

Longer term:

- Start making steps towards a greener SU, and university.
- Whisper of a green corridor on North road.

### 2. What are the campaign/project's three main objectives?

*What is this campaign/activity aiming to achieve?*

- Students know the benefits of walking/cycling to and from Uni and how to do it. (from both a wellbeing, fun perspective; and from a responsible citizen perspective (buses for those that need to use them, environment). They think it is a good and easy thing to do, and feel supported and able to do it.
- More students using active travel methods to get to campus, thereby normalising cycling/walking amongst the student population
- Work with council, uni and community to improve infrastructure of active travel in Bath to support sustainable commuting, based on student feedback.

## REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

### 3. How does the project/campaign contribute to The SU's strategic direction?

*Builds on the sense of communities in physical activity – enabling community formation*

*Supports our work on the climate shift with a range of visible activities.*

*Helps reduce the University's carbon footprint*

*It's of relevance and 'use' to students – helping make the community better.*

*Encourages students to think about shaping their own communities.*

### 4. Inputs - budget and resources

*What budget/resource (including people) do you have available for this? What additional might you need?*

- £10,000 for year from the University – and a willingness to provide active support for this work
- People and Planet, Cycling and Mountaineering club
- Sports exec
- Marketing, Web (Johanna/Rajiv, Hannah)
- Bath Active Activators
- Ian Walker's research on this topic, provides a useful behavioural framework to operate within
- Existing routes and resources that are already available
- Student life pulse providing data

### 5. Outputs - what are we going to do and who will we reach

*What are the specific things you are going to do to deliver the campaign? Who are the specific participants, decision-makers or customers you want to reach?*

There are 3 key deliverables:

- Content connecting to Information/Resources
- New activities, schemes and initiatives to engage people
- Student Voice shapes campus and journey to campus

What we do	Who we reach
<p><b>Strand 1: Inspire</b>  <i>Promotional material around why this is necessary, good for the planet, good for wellbeing, better than getting the bus.</i></p>	<p><i>All students</i></p>
<p><b>Strand 2: Connection/fun</b>  <i>Provide opportunities to get people to try it early. Provide new opportunities for people and communities to engage around a common goal.</i>  <b>Bath Active</b> walking buses, fitness-style classes that begin at the bottom of the hill and club/society/staff/departmental challenges   <i>FW walking buses, and tours on foot!</i></p>	<p><i>All students interested in green commute, groups</i></p>
<p><b>Strand 3: Equip</b>  <i>Provide those that are interested in getting up practical knowledge about how to get to and from campus safely (Website).            Cycling proficiency courses (cycling club sessions)            Bike maintenance tools and know-how.</i></p>	<p><i>Those interested in cycling/walking            All cyclists</i></p>

# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

<i>Increasing bike pools (ongoing) Bikes (expansion of rental scheme)</i>	
<i>Strand 4: Mobilise Ensure student voice is heard, empower our passionate students- active travel group.</i>	<i>Students passionate about getting more people to use active travel modes</i>

## 6. Specific short, medium and long-term outcomes sought (including how measured/evaluated)

*How will you know if you are winning/have won? How will you measure this / know when it has been achieved?*

- Short term: increase in number of people walking to/from campus (transport survey). Improvement to current active travel conditions for those already engaging (active travel group). Students know what we do towards active travel (survey). Opportunity to form habits here with the first and second year students (number of second year's opting to walk/cycle relative to other years! Alleviation for bus services. Improved city and campus cycling/walking infrastructure (green corridor, showers, simpler permanent locker rental.
- Mid-term: Next year, we see more students walking/cycling in, second year habits. Uni consistently funding active travel.
- Long term: walking/cycling becomes a norm for a large proportion of students living off campus. Infrastructure reflects this.

## 7. What assumptions are you making?

*What are you assuming will be in place/be available already?*

*Changing and showering facilities on campus at some point  
Sufficient bike storage  
Bike pool*

## 8. What external factors need to be considered?

*What else might impact on what you are wanting to achieve?*

*Weather, availability of large/medium-sized rooms, staff illness, busier times for students, committee forwarding info to clubs, reach and click rate of emails. Activity on Social media/emails, traffic, green corridor, Lockdown levels. Committee engagement.*

Appendix 1.

Active transport feedback

### Key Themes

- Around **1/3** feel that they are able to walk/cycle up the hill
- Just over **1/3** willing to try cycling/walking up the hill
- **45%** would like to develop the habit of walking/cycling up
- **36%** may encourage friends to cycle/walk up
- **Nobody** has knowledge of how the SU or university supports Active Travel
- Around **1/3** considering cycling/walking as a main form of transport this year

# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

- **55% of those wanting to use active travel view it as long-term, rest view it as temporary.**
- **Reasons for:** Health/Wellbeing, Environment, uncomfortable using public transport, Financial reasons
- **Reasons against:** Physical Exertion, Facilities on campus, Knowledge of facilities and routes, location, time taken, comfort with cycling, safety on roads, can't afford bike, weather, fitness level, heavy bags.

## Those that do want to cycle up

### Reasons for wanting to travel on foot/bike

Main reasons for- Health/wellbeing and Environment

### Why do you think others don't want to cycle/walk up?

- The travel time
- It seems like an intimidating task due to the hill and walking would take a long time. Cycling would take less time, but would be challenging and people don't want to invest in a bicycle only to find out they don't want to cycle anymore.
- Big hill, lots of scary cars on the narrow roads eg Widcombe Hill
- Not confident in cycling up the hill, not always walking because it's time consuming
- Some people are not very sporty so it seems like a physical challenge maybe, some people don't enjoy being tired/sweaty before working! Time also perhaps.
- Bad facilities and safety

## Those that don't want to cycle/walk

### Why do you not want to walk or cycle up?

- Key themes- too long to walk, feel unsafe cycling, weather

### Could anything change your mind?

- Going with a friend
- More info on uni lockers- if they can be used overnight and where to save carrying everything on a walk to uni
- If there was a bike hire scheme maybe? Or a really clear route that avoided the roads from oldfield to uni. Lockers on campus to hire to put in a spare pair of clothes to change into once yours have been soaked through either from sweat or the weather?
- Some could be more inclined if there was a "cycle to 'work' " type scheme or bike hire options
- No, unless Uni provided free electric bikes or scooters (Such as lime scooters)
- A better map of where to park bikes on campus, and routes that everyone could take to go up to uni (I believe some hills are not as steep as others?).
- Tips on how to get bikes in Bath, agreements with the university to have cheaper deals for rentals.
- Accessible and safe showers for everyone, across campus. Not applicable to the Covid situation, but this would be interesting longer-term: having good lockers for everyone at uni would really help. With the uni on top of a hill, active travel is already exhausting, so being able to leave heavy books and potentially a heavy laptop would really help to let us do it.  
This could also be a good way to store a cycling helmet, or an extra set of clothes (which is nice after sweating).
- Could consider going to uni grounds which are in town by bike if there are good places to park our bikes.

## All

### Perceived barriers to active travel

- The hill, safety, duration of walks.

### Ideas to get more people using active travel

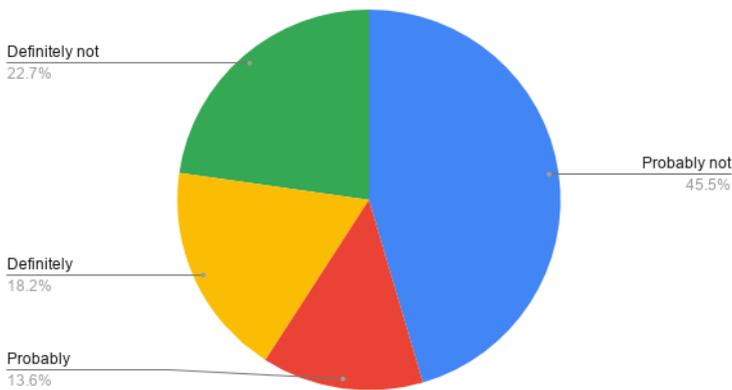
- **Incentives:** free drink when u get there, There used to be a walk/cycle to school campaign in primary school where if you walked to school everyday for a week you got a prize and were entered into a prize draw for a bigger prize too! That always seemed to work. We all know students like free stuff ;)
- **Informing:** Showing different routes that potentially don't use the major roads with lots of cars, Walking and cycling routes/map to uni, Recommended routes (flattest route, best lit route, quickest route), Advice on where to put our heavy stuff on campus, advice about the easiest routes, maps to show where facilities for showers and storage for bikes are.
- **Accessibility/Reducing costs:** Help for people to buy a bike, E bike hire scheme, Providing students with a way to try cycling without having to commit to it, and potentially organising cycling tours once a month (could vary depending

# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

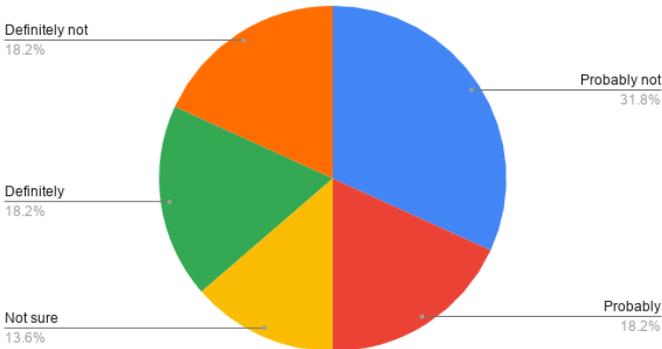
on number of people interested) so students can familiarise themselves with the routes. The university investing in a long term solution to this that could aid the busses problem as well. Places to easily and safely lock bikes with showers and permanent lockers. Secondly a cycle path up one of the hills leading to the university. Potentially a cycle to university scheme that could also work like the cycle to work scheme or be partnered with local bike shops. free locks.

- **Safety:** cycle training, maybe some potential routes that people can use that dont involve walking on a main road. Safety advice for people walking at nighttime. Maybe even walking groups into town, Dedicated cycle paths directly to the campus, NOT on any roads. Cycle lanes do not work. groups doing it together. Maybe if groups could be organised, it would encourage people to join it

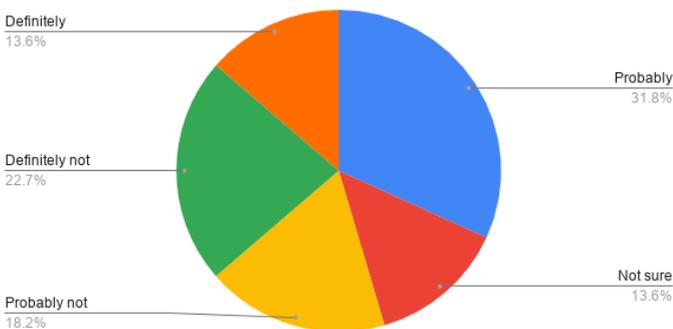
## I consider myself able to cycle or walk to campus regularly



## I will try walking or cycling up to uni next year

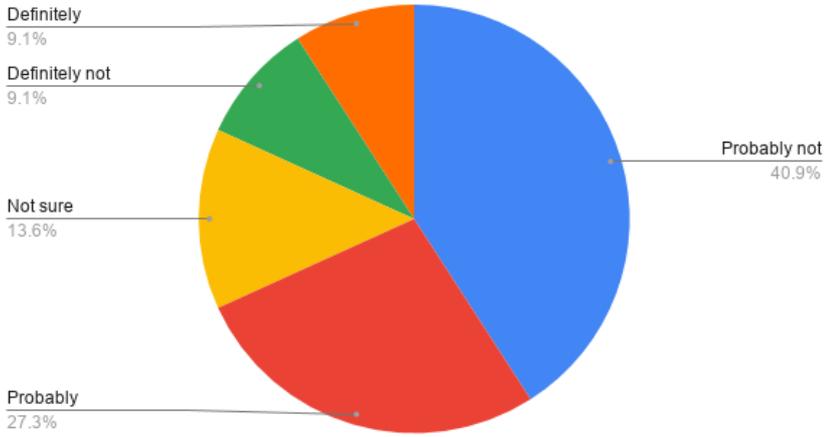


## I would like to develop a habit of walking/cycling rather than getting the bus/driving

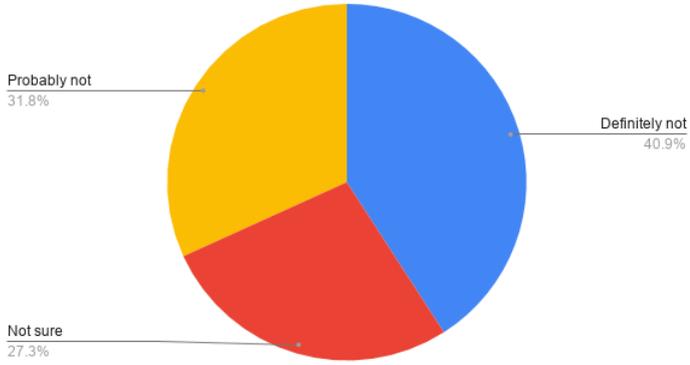


# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

I will encourage my friends to consider cycling/walking up to uni

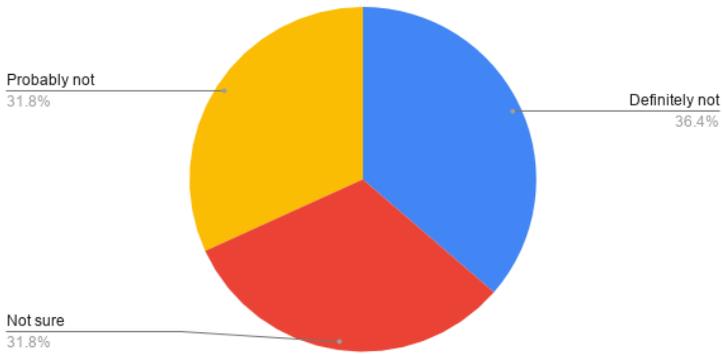


I know how the SU supports those taking active forms of travel

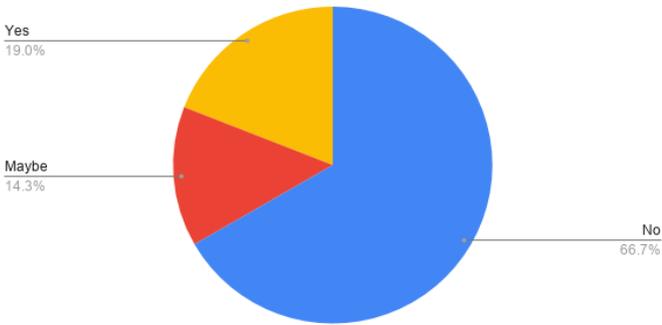


# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

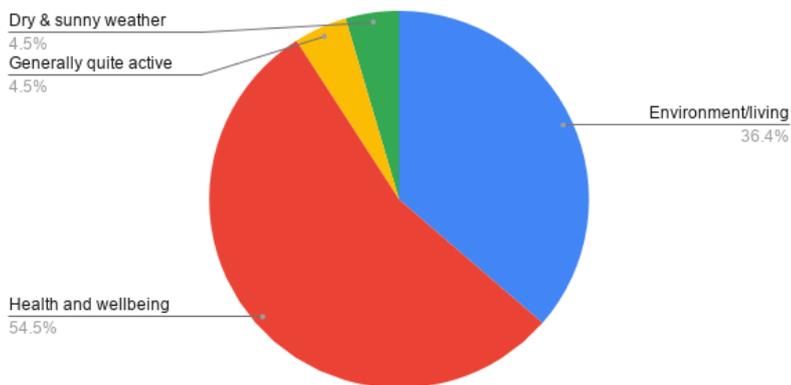
I know how the university supports those taking active forms of travel



Are you considering walking or cycling as a main mode of transport to get to uni next year?

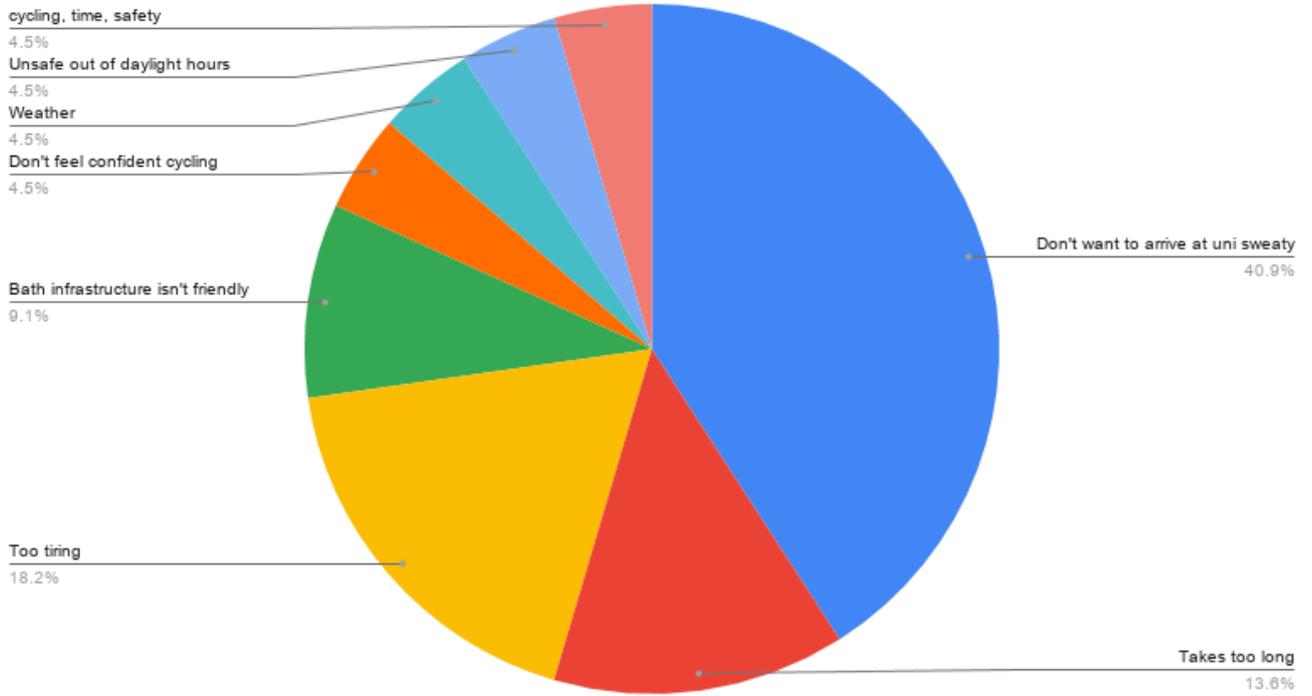


What are the key reasons you'd want to walk or cycle to campus?



# REPORT ON PROJECT AND CAMPAIGN MANAGEMENT

## What are the key reasons you would NOT want to walk or cycle to campus?



<b>APPENDIX 2: Student Groups Restructure Project Plan</b>
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<b>Project Title:</b>	<b>Student Groups Restructure</b>	
<b>Planned Activity:</b>	To create a Student Group structure for a 21 <sup>st</sup> Century Student Union	
<b>Strategy Strands:</b>	Citizen-Shift: To facilitate opportunities for Student to come together and encourage everyday participation in our cause Culture-Shift: To strengthen our distinctive culture and working practices and create a culture focused on impact	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To identify the core purpose of what Student Groups exist to achieve;</li> <li>• To create a structure that will empower Student Groups to achieve this core purpose.</li> </ul>	
<b>Project Group</b>		
Client:	<i>Tom Sawko (Sport Officer)</i>	
Sponsor:	<i>Polly Hawker (Head of Activities)</i>	
Project Manager:	<i>Greg Noakes (Governance &amp; Executive Support Manager)</i>	
Project Teams:	Elections team	<i>Ben Palmer (Student Voice Coordinator)</i> <i>Rajiv Edwards</i>
	Consultation team	<i>Andrew McLaughlin (Chief Executive)</i> <i>Tom Sawko (Sport Officer)</i> <i>Amy Young (Insights &amp; Engagement Manager)</i>
	Training team	<i>Sam Cook (Peer Support Manager)</i> <i>Josie Waithe (Skills &amp; Development Coordinator)</i>
Internal Stakeholders:	Advice & Support Team Student Activities Team Student Volunteering Team Media & Marketing Team Finance Team Student Voice Team	
External Stakeholders:	Student Groups Executive Committees Students	
<b>Approval</b>		
Client brief approved by:	Client, Sponsor, Chief Executive (01/10/2020)	
Project plan approved by:		

	<b>Actions</b>	<b>Responsibility</b>	<b>Cost</b>	<b>Deadline</b>	<b>Progress</b>
Project Phase 1	1 Meet to review current Student Group model and identify issues: <ul style="list-style-type: none"> <li>• By-elections resulting from failure to fill core roles;</li> <li>• Repeating by-elections over the year to fill roles that haven't been filled;</li> <li>• Treasurer not required by all Student Groups;</li> <li>• Inconsistency in how Student Groups are managed across The SU;</li> <li>• Inconsistency in training given to Student Groups across The SU;</li> <li>• Regular changing of committee roles and their JD;</li> <li>• Regular changing and updating of Student Group constitutions;</li> <li>• Historic incompatible procedures contained within constitutions i.e. disciplinary;</li> <li>• Committees are operationally focused.</li> </ul>	Sponsor Project Manager Internal Stakeholders	NA		Completed
	2 Develop draft Student Group policy that addresses identified issues.	Project Manager Internal Stakeholders	NA	14/08/2020	Completed
	3 Meet to discuss: <ul style="list-style-type: none"> <li>• If MSL will allow proposed shift from elected roles to open committee positions;</li> <li>• Any other implications that changes might have for elections.</li> </ul> Decisions made: <ul style="list-style-type: none"> <li>• Use ranked voting with top two candidates taking role of Chair and Vice-Chair;</li> <li>• Vice-Chair to perform requirements of Treasurer where Student Group has budget;</li> <li>• All other positions (<i>up to max 12</i>) will be generic committee positions.</li> <li>• Alternatively have 12 generic committee positions with two roles elected from within.</li> </ul> Potential issues: <ul style="list-style-type: none"> <li>• 12 is still a large number for a committee. Consider smaller size of 6.</li> <li>• Vice-Chair might not want to be treasurer.</li> </ul>	Project Manager Elections team	NA	02/09/2020	Completed
Project Phase 2	4 Meet to: <ul style="list-style-type: none"> <li>• discuss project plan and determine if this should proceed to Leadership Committee;</li> <li>• decide Client, Sponsor and Project Manager for the project.</li> </ul> Decision made: <ul style="list-style-type: none"> <li>• Client (<i>Tom Sawko</i>), Sponsor (<i>Polly Hawker</i>), project manager (<i>Greg Noakes</i>).</li> <li>• Approval of project plan to proceed to Leadership Committee;</li> <li>• Adding an initial meeting to introduce all project members to project;</li> <li>• Adding a new action to research existing issues.</li> </ul> Potential issues: <ul style="list-style-type: none"> <li>• Might not get enough interaction with consultation due to ongoing Covid-19. Action 7 securing participants should resolve this.</li> </ul>	Client Sponsor Project Manager Chief Executive President	NA	02/10/2020	Completed

	5	<p>Meet to:</p> <ul style="list-style-type: none"> <li>discuss project plan;</li> <li>identify any potential issues;</li> <li>identify any other staff that might be needed.</li> </ul> <p>Decision made:</p> <ul style="list-style-type: none"> <li>Research should include past student committee members with experience;</li> </ul> <p>Potential issues:</p> <ul style="list-style-type: none"> <li>Some student groups aren't elected until the beginning of September (<i>PG Exec/IS Executive</i>) and can sometimes feel unfairly missed out.</li> </ul>	All teams		08/10/2020	Completed
	6	To carry out research into the existing issues for Student Committee members. To further fine tune the project's success criteria based on this research.	Insight & Engagement Manager	NA	30/10/2020	
	7	<p>Meet to:</p> <ul style="list-style-type: none"> <li>discuss project plan and determine if this should proceed;</li> <li>discuss the Student Group policy and provide feedback/amendments.</li> </ul>	Leadership Committee	NA	15/10/2020	
Project Phase 3	8	<p>Develop consultation to identify answers to:</p> <ul style="list-style-type: none"> <li>why student groups exist in the 21<sup>st</sup> century;</li> <li>how student groups should set up to achieve this;</li> <li>what student groups should be doing for the student community;</li> <li>why sub-groups exist in the 21<sup>st</sup> century;</li> <li>how sub-groups should be set up to achieve this;</li> <li>what sub-groups should be doing for the student community.</li> </ul>	Consultation team Project Manager	NA	30/10/2020	
	9	Identify and actively secure key participants from students within the student body for the consultation.	Consultation team Project Manager	NA	30/10/2020	
	10	Advertise consultation for wider internal/external stakeholders to attend.	SU areas	NA	30/10/2020 to 13/11/2020	
	11	<p>Carry out consultation to answer:</p> <ul style="list-style-type: none"> <li>why student groups exist in the 21<sup>st</sup> century;</li> <li>how student groups should be set up to achieve this;</li> <li>what student groups should be doing for the student community;</li> <li>why sub-groups exist in the 21<sup>st</sup> century;</li> <li>how sub-groups should be set up to achieve this;</li> <li>what sub-groups should be doing for the student community.</li> </ul> <p>Share draft Student Group policy to gather initial feedback.</p>	Consultation team Project Manager Key participants Stakeholders	NA	wc 16/11/2020	
	12	<p>Meet to:</p> <ul style="list-style-type: none"> <li>identify and analyse key findings of consultation;</li> <li>determine any changes to be made to the draft Student Group policy;</li> </ul>	Consultation team Training team Project Manager	NA	20/11/2020	

		<ul style="list-style-type: none"> <li>identify future training needs for student Committee members;</li> <li>determine if any changes need to be made to the project plan.</li> </ul>	Sponsor Client			
	13	Write up report summarising consultation findings and recommendation for changes going forward. Finalise Student Group policy.	Project Manager	NA	02/11/2020	
	14	Share consultation report and final Student Group policy internally for final feedback	Project Manager Internal Stakeholders	NA	02/11/2020 to 09/12/2020	
	15	Meet to: <ul style="list-style-type: none"> <li>review progress on project to date;</li> <li>discuss the consultation findings/recommendations;</li> <li>decide whether to adopt the draft Student Group policy;</li> <li>make any other required decisions that might have been identified as needed.</li> </ul>	Leadership Committee	NA	09/12/2020	
	16	Publish consultation outcome along with Student Group policy to students.	Consultation team Marketing team	NA	01/2021	
Project Phase 4	17	Develop training for student committee members to cover essential areas of committee responsibilities.	Project Manager Training team	NA	01/04/2021	
	18	Run Student Group Elections	Elections team	NA	TBC	
	19	Run Student Group Training	Activities Area	NA	TBC	
	20	Meet to: <ul style="list-style-type: none"> <li>review Student Group Elections to identify any issues resulting from new changes;</li> <li>review Student Group Training to identify any issues resulting from new changes.</li> </ul>	Elections team Internal Stakeholders Project Manager	NA	TBC	
Project Phase 5	21	Meet to: <ul style="list-style-type: none"> <li>review progress on project to date;</li> <li>review progress made towards success criteria;</li> <li>make any other required decisions that might have been identified as needed.</li> </ul>	Leadership Committee Sponsor	NA	06/2021 12/2021 06/2022 12/2022	
	22	Meet to: <ul style="list-style-type: none"> <li>review how successful project was against its success criteria;</li> <li>to identify any lessons that can be learnt for future projects.</li> </ul>	Leadership Committee Sponsor	NA		
Project Review	<b>All issues identified:</b>					
	<ul style="list-style-type: none"> <li></li> </ul>					
	<b>All decisions made:</b>					
<ul style="list-style-type: none"> <li></li> </ul>						
<b>Success Criteria:</b>						
<ul style="list-style-type: none"> <li>Changes will positively increase the number of Student Committee members who respond positively to 'Overall, how satisfied or dissatisfied are you with your SU?'</li> <li>Changes will positively increase the number of Students Committee members who respond positively to 'I can influence decisions made by the SU'</li> </ul>						

<ul style="list-style-type: none"> <li>• Changes will positively increase the number of students who engage with The SU through Student Groups</li> <li>• Changes will reduce the number of student groups that are disaffiliated or go to By-Election due to not filling core roles</li> </ul>
<b>Evaluation Method:</b> <ul style="list-style-type: none"> <li>• Student Life Pulse survey</li> <li>• MSL Student Group memberships</li> </ul>

Risk Assessment Matrix					Risk Rating Bands		
Trivial	Minor	Moderate	Serious	Fatal	LOW RISK (1-8)	MEDIUM RISK (9-12)	HIGH RISK (15-25)
1	2	3	4	5			
2	4	6	8	10			
3	6	9	12	15			
4	8	12	16	20			
5	10	15	20	25			
					Continue, but review periodically.	Continue, but monitor controls in place regularly.	Must not proceed until risks are reduced to a lower level ( <i>Medium</i> ).

	Risk(s) identified	Impact	Likelihood	Gross Risk	Controls & measures	Impact	Likelihood	Gross Risk	Movement
1	External stakeholders do not agree with changes made to the Student Groups area				<ul style="list-style-type: none"> <li>• Consultation.</li> <li>• Secure key participants to ensure consultation fully representative.</li> <li>• Early publishing and communication of consultation outcome to Students in January ahead of Student Group elections.</li> </ul>				
2	Internal stakeholders do not agree with changes made to the Student Groups area				<ul style="list-style-type: none"> <li>• Consultation.</li> <li>• Regular engagement throughout project.</li> </ul>				
3	Not completing project in time for the 2021 student group elections								
Assessor:		Date:			Review date:				

## THE STUDENTS' UNION (*THE SU*) STUDENT GROUPS POLICY

**Vision:** To have a rich and vibrant student community for the benefit of its members.

**Rationale:** To set out how Student Groups are governed and what their responsibilities are within The SU.

Content	Page
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### Benefits of affiliating to The SU

A Student Group is defined as a group of students (*registered at the University of Bath*) who provide activities (*e.g. representation, advice & support, social & cultural, sporting & recreational*) for the benefit of its members.

Student groups benefit from affiliation to The SU through access to:

- free banking facilities to help manage their accounts;
- insurance to reduce their liability;
- advice, support and training on legal requirements and development opportunities;
- marketing opportunities to promote their events/activities and help recruit new members;
- awards and recognition to celebrate individual and group achievements;
- funding and sponsorship opportunities.

### How Student Groups join The SU

A Student Group may apply to register as part of The SU by emailing **TBC**.

This email should explain:

- what activities the Student Group will carry out for the benefit of the student community;
- the resources the Student Group will require to carry out its activities;
- how the Student Group will recruit and ensure it is accessible to student members of all backgrounds.

This email should confirm that the Student Group will:

- conduct their group affairs in accordance with this policy;
- accept the responsibilities delegated to them within this policy;
- attend relevant training and adhere to The SU's policies.

An Executive committee will meet to review and approve an application, subject to:

- the Student Group's activities being in line with The SU's charitable objectives;
- the Student Group being clearly open and accessible to Student Members of all backgrounds;
- there being no other registered Student Group carrying out the same or similar activities;
- The SU having the capacity and resources needed to support the Student Group.

Representatives will be given the option to attend the meeting to discuss their application with the committee.

The SU will inform the applying Student Group either:

- that their application has been approved and they are now registered with The SU;
- that their application has been unsuccessful, the reasons for this and possible actions they might take.

### Student Group committee

A Student Group registered as part of The SU must have a committee that will take responsibility for the group.

A committee:

- must have a minimum of three committee members (*and cannot exceed more than 12*) who are elected annually by the Student Members of their group in accordance with The SU's published election rules;
- will elect its own Chair and, where necessary, treasurer from its own committee members;
- (*comprised of a minimum of three members*) may appoint Student Members from their group to the committee so long as the committee's total membership does not exceed 12.

A committee member will be automatically disqualified and removed from the committee if they:

- cease to be a student member;
- fail to attend two consecutive meetings without the recorded permission of the committee;
- commit a disciplinary offence either in The SU or University.

A committee will be collectively responsible for managing:

- their group's activities and events in accordance with the Events policy;
- any expenses for the group in accordance with the Expenses policy;
- any budget they have for the group in accordance with the Budget Management policy;
- their group's conduct by reporting any known breaches of the Student Members Disciplinary policy;
- any fundraising activities by the group in accordance with the Fundraising policy;
- any media content published by the group in accordance with the Media policy;
- the collection of any data by the group in accordance with the GDPR policy.

### **Executive committee**

Each Student Group will be assigned to a community which is the responsibility of an Executive committee.

The number and nature of these communities will be determined by the Leadership committee.

An Executive committee:

- must have a minimum of three committee members (*and cannot exceed more than 12*) who are elected annually by the Student Members of their group in accordance with The SU's published election rules.
- will elect its own Chair and, where necessary, treasurer from its own committee members;
- (*comprised of a minimum of three members*) may appoint a Student Member from their group to the committee so long as the committee's total membership does not exceed 12.

An Executive committee member will be automatically disqualified and removed from the committee if they:

- cease to be a student member;
- fail to attend two consecutive meetings without the recorded permission of the committee;
- commit a disciplinary offence either in The SU or University.

An Executive committee will be collectively responsible for managing:

- a strategy to further develop and grow their community;
- their community's cross-group activities and events in accordance with the Events policy;
- any expenses in accordance with the Expenses policy;
- any budget they have for the community in accordance with the Budget Management policy;
- their community's conduct by reporting any breaches of the Student Members Disciplinary policy;
- any cross-group fundraising activities by the community in accordance with the Fundraising policy;
- any media content published by the community in accordance with the Media policy;
- the collection of any data by the community in accordance with the GDPR policy.

### **Committee meeting procedures**

Student Group committees and Executive committees:

- will meet as and when necessary to fulfil their responsibilities;

- will arrange meetings in accordance with [Articles 84 to 87](#) of The SU's Articles of Governance.
- may only hold meetings and vote on matters if they have a minimum of 3 committee members present;
- will conduct meetings in accordance with [Articles 90 to 96](#) of The SU's Articles of Governance;
- will keep minutes and papers of meetings in accordance with [Articles 97 to 99](#) of The SU's Articles of Governance;
- may take decisions without a meeting in accordance with [Articles 101 to 102](#) of The SU's Articles of Governance;
- will handle any conflicts of interest that arise at a meeting in accordance with [Article 103](#) of The SU's Articles of Governance.

### **Student Group disqualification and removal**

A Student Group will automatically be disqualified and removed from The SU where:

- the group has failed to elect the minimum 3 members to the Student Group committee;
- it's committee formally notifies The SU that the group is disbanding;
- the group ceases to have any members.

The Leadership committee (*comprised of the Officers*) may also remove a Student Group from The SU where it believes that it has received sufficient evidence to conclude that:

- a Student Group's activities are not being carried out for the benefit of the student community;
- a Student Group's activities are not in line with The SU's charitable objectives;
- a Student Group has not been conducting its affairs in accordance with SU policies;
- a Student Group has not been open and accessible to Student Members of all backgrounds;
- a Student Group has been identified as demonstrating poor standards of behaviour;
- a Student Group has been identified as recklessly exposing people to possible or actual harm.

If the Leadership committee is considering removing a Student Group from The SU:

- the decision must be made at a meeting convened and conducted in accordance with Articles 84-103;
- the decision cannot be made without a meeting using the powers ascribed under Articles 101-102;
- it can, at the Chair's discretion, suspend the Student Group's activities until a decision is reached;
- it will offer to meet (*physically or virtually*) representatives from the Student Group's committee;
- it will offer the representatives attending the opportunity to bring an adviser to support them;
- it will consider the actions that the Student Group's committee can prove to have taken to address the issue;
- it may still make a decision if any invited representatives do not attend the meeting;
- it can if it concludes that the grounds for removal have been met either:
  - impose restrictions on the group's activities and/or set remedial targets for its committee to action with continued affiliation dependent on demonstrable good progress being made;
  - remove the Student Group from The SU.

A decision made by the Leadership committee cannot be appealed within The SU.

**APPENDIX 3: Student Union Standpoints Project**

<b>Project Title:</b>	<b>Student Union Standpoints</b>
<b>Planned Activity:</b>	To write a policy that sets out the core Standpoints that guides the Student Union in making decisions
<b>Strategy Strands:</b>	Culture-Shift: To strengthen our distinctive culture and working practices and create a culture focused on impact
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To identify the Student Unions' core Standpoints;</li> <li>To embed these core Standpoints within The SU so that they guide and inform decision making at all levels.</li> </ul>
<b>Project Group</b>	
Client:	Freya Jackson ( <i>Community Officer</i> )
Sponsor:	Andrew McLaughlin ( <i>Chief Executive</i> )
Project Manager:	Greg Noakes ( <i>Governance &amp; Executive Support Manager</i> )
Project Team:	Ben Palmer ( <i>Student Voice Coordinator</i> ) Any Young ( <i>Insights &amp; Engagement Manager</i> ) Chloe Whittaker ( <i>Education Manager</i> )
Internal Stakeholders:	Officers Advice & Support Team Student Activities Team Student Volunteering Team Media & Marketing Team Finance Team Student Voice Team Board of Trustees
External Stakeholders:	Students Specifically identified Student Groups ( <i>tbc</i> )
<b>Approval</b>	
Client brief approved by:	Client, Sponsor, Project Manager ( <i>02/10/2020</i> )
Project plan approved by:	

	<b>Actions</b>	<b>Responsibility</b>	<b>Cost</b>	<b>Deadline</b>	<b>Progress</b>
Project Phase 1	1 Meet to: <ul style="list-style-type: none"> <li>• discuss project plan and determine if this should proceed to Leadership Committee;</li> <li>• decide Client, Sponsor and Project Manager for the project;</li> <li>• decide project team members;</li> <li>• decide success criteria for project;</li> <li>• identify potential risks.</li> </ul> Decisions made: <ul style="list-style-type: none"> <li>• Client (<i>Freya Jackson</i>), Sponsor (<i>Andrew McLaughlin</i>), Project Manager (<i>Greg Noakes</i>);</li> <li>• Approval of project plan to proceed to Leadership Committee;</li> <li>• Adding an initial meeting to introduce all project members to project;</li> <li>• Adding additional action of how standpoints will be amended post adoption.</li> </ul>	Client Sponsor Project Manager	NA	02/10/2020	Completed
	2 Meet to: <ul style="list-style-type: none"> <li>• discuss project plan;</li> <li>• identify any potential issues;</li> <li>• identify any other staff that might be needed.</li> </ul>	Project team		09/10/2020	
	3 Meet to: <ul style="list-style-type: none"> <li>• discuss project plan and determine if this should proceed;</li> <li>• confirm Client, Sponsor and Project Manager for the project.</li> </ul>	Leadership Committee	NA	15/10/2020	
	4 Meet to review existing student policies to: <ul style="list-style-type: none"> <li>• identify any core standpoints within that need to be kept in the 'Standpoints' policy;</li> <li>• determine the policies that need to be removed on grounds of:               <ul style="list-style-type: none"> <li>✓ policy achieved its purpose;</li> <li>✓ impractical or unachievable in its aims;</li> <li>✓ recommending poor practices;</li> <li>✓ conflicting with another existing policy.</li> </ul> </li> </ul>	Client Project Manager Student Voice Coordinator	NA	28/10/2020	
	5 Write up report for Leadership Committee on existing Student Policies setting out: <ul style="list-style-type: none"> <li>• those to be recommended for removal and why;</li> <li>• those to be incorporated into the new 'Standpoints' policy;</li> <li>• those to be kept and why.</li> </ul>	Project Manager	NA	04/11/2020	
	6 Share report with Independent Trustee ( <i>tbc</i> ) to check and verify before submission to Leadership Committee.	Project Manager	NA	04/11/2020	
	7 Meet to: <ul style="list-style-type: none"> <li>• review progress on project to date;</li> </ul>	Leadership Committee	NA	11/11/2020	

		<ul style="list-style-type: none"> <li>• receive report and decide what policies should be kept, removed or incorporated;</li> <li>• make any other required decisions that might have been identified as needed.</li> </ul>				
Project Phase 2	7	<p>Meet to:</p> <ul style="list-style-type: none"> <li>• identify core Standpoints for the new 'Standpoints' policy from: <ul style="list-style-type: none"> <li>✓ past SU Top Tens';</li> <li>✓ past referendum results;</li> <li>✓ past campaigns;</li> <li>✓ past Student Group policies.</li> </ul> </li> <li>• identify core standpoints that might need further consultation with specific interest groups.</li> </ul>	Project Manager Project Team	NA	28/10/2020	
	8	Develop draft 'Standpoints' policy that includes previously identified Standpoints.	Project Manager Project Team	NA	11/11/2020	
	9	Share draft 'Standpoints' policy and gather feedback to fine tune content.	Project Manager Project Team Internal Stakeholders Interest Groups	NA	19/11/2020	
	10	Share draft 'Standpoints' policy at Summit to gather final feedback.	Project Manager Project Team External Stakeholders	NA	wc 19/11/2020	
	11	<p>Meet to:</p> <ul style="list-style-type: none"> <li>• review feedback and determine any changes to be made to the draft Standpoints policy;</li> <li>• identify ways to incorporate into induction for officers/student leaders/staff members;</li> <li>• identify ways that it can be promoted to the student body at large;</li> <li>• determine if any changes need to be made to the project plan.</li> </ul>	Project Manager Project Team Peer Support Manager	NA	20/11/2020	
	12	<p>Write up report for Leadership Committee on Standpoints policy setting out:</p> <ul style="list-style-type: none"> <li>• feedback received on it;</li> <li>• how it will be incorporated into induction for officers/student leaders/staff members;</li> <li>• how it will be generally promoted to the student body at large.</li> </ul>	Project Manager	NA	02/12/2020	
Proje	13	<p>Meet to:</p> <ul style="list-style-type: none"> <li>• review progress on project to date;</li> <li>• receive report and decide if policy should be recommended to Board for adoption;</li> <li>• make any other required decisions that might have been identified as needed.</li> </ul>	Leadership Committee	NA	09/12/2020	
	14	Develop induction material on Standpoint policy for officers/student leaders/staff members.	Project Manager Project Team	NA	19/03/2021	
	15	Meet to receive report and decide if policy should be adopted.	Board of Trustees	NA	25/03/2021	

	16				
Project Review	<b>All issues identified:</b>				
	<ul style="list-style-type: none"> <li>•</li> </ul>				
	<b>All decisions made:</b>				
	<ul style="list-style-type: none"> <li>•</li> </ul>				
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>• Changes will positively increase the number of students who respond positively <i>'The SU represents the views of students effectively'</i></li> <li>•</li> </ul>					
<b>Evaluation Method:</b>					
<ul style="list-style-type: none"> <li>•</li> </ul>					

Risk Assessment Matrix					Risk Rating Bands		
Trivial	Minor	Moderate	Serious	Fatal	LOW RISK (1-8)	MEDIUM RISK (9-12)	HIGH RISK (15-25)
1	2	3	4	5			
2	4	6	8	10			
3	6	9	12	15			
4	8	12	16	20			
5	10	15	20	25			
					Continue, but review periodically.	Continue, but monitor controls in place regularly.	Must not proceed until risks are reduced to a lower level ( <i>Medium</i> ).

	Risk(s) identified	Impact	Likelihood	Gross Risk	Controls & measures	Impact	Likelihood	Gross Risk	Movement
1	Failure to engage internal Stakeholders lead to failure to implement policy	3	3	9	<ul style="list-style-type: none"> <li>Internal stakeholders will be consulted and have opportunity to shape;</li> <li>Project team comprising key staff from Voice team;</li> <li>Final policy will be gradually integrated into induction for new staff going forward.</li> </ul>	3	2	6	-3
2	Failure to engage external Stakeholders lead to failure to implement policy	3	3	9	<ul style="list-style-type: none"> <li>External stakeholders will be consulted and have opportunity to shape policy;</li> <li>Policy will be developed and informed by previous student opinion;</li> <li>Interest groups will be consulted on specific elements relating to their specialist areas;</li> <li>Using SUnit to share policy;</li> <li>Final policy will be gradually integrated into induction for Officers/Student leaders going forward.</li> </ul>	4	2	6	-3

Assessor: Gregory Noakes	Date:	Review date:
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<b>APPENDIX 4: Trustee Recruitment Project</b>
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<b>Project Title:</b>	<b>Trustee Recruitment</b>	
<b>Planned Activity:</b>	To recruit a new Independent Trustee for the Board	
<b>Strategy Strands:</b>	Citizen-Shift: To facilitate opportunities for Student to come together and encourage everyday participation in our cause Culture-Shift: To strengthen our distinctive culture and working practices and create a culture focused on impact	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To increase the diversity of the Board by recruiting a black student as our 2<sup>nd</sup> Student Independent Trustee</li> </ul>	
<b>Project Group</b>		
Client:	Francesco Masala ( <i>President</i> )	
Sponsor:	Andrew McLaughlin ( <i>Chief Executive</i> )	
Project Manager:	Greg Noakes ( <i>Governance &amp; Executive Support Manager</i> )	
Project team:	Marketing	Helen Webb ( <i>Marketing &amp; Communications Manager</i> )
	Candidate support	Andrew McLaughlin ( <i>Chief Executive</i> )
	Interview Panel	Francesco Masala ( <i>President</i> ) Alexander Robinson ( <i>Independent Trustee</i> ) Ruqia Osman
Internal Stakeholders:	Board of Trustees Media & Marketing Team	
External Stakeholders:	Students	
<b>Approval</b>		
Client brief approved by:	Client, Sponsor and Project Manager (02/10/2020)	
Project plan approved by:		

		<b>Project area: Trustee Recruitment</b>	<b>Responsibility</b>	<b>Cost</b>	<b>Deadline</b>	<b>Progress</b>
Project Phase 1	1	<p>Client, Sponsor and Community Officer receive project plan and give initial approval to proceed.</p> <p>Potential issues:</p> <ul style="list-style-type: none"> <li>• Previous feedback from candidates suggested need to support students by prepping them for the interview stage. This will ensure we get best out of them;</li> <li>• Interview panel ends up all male;</li> <li>• Would a student have knowledge of the Board to help with interviews.</li> </ul> <p>Decision made:</p> <ul style="list-style-type: none"> <li>• Ask Ruqia Osman (<i>former education officer</i>) if she would be happy to be on the panel;</li> <li>• If not, recruit black student to be on panel for the student perspective element;</li> <li>• Applications will be open to everyone but advert will be clear that it's looking for a black student;</li> <li>• Third interviewer will need to be female.</li> </ul>	<p>Greg Noakes Francesco Masala Andrew McLaughlin Freya Jackson</p>	NA	08/10/2020	Completed
	2	Amend Trustee Recruitment & Induction policy to reflect proposed new recruitment process.	Greg Noakes	NA	08/10/2020	Completed
	3	Pre-book meetings for interviews and preparing interview panel in advance of November.	Greg Noakes	NA	08/10/2020	Completed
	4	<p>Ask Ruqia Osman if she would be happy to be on interview panel. If not, recruit a black student leader/representative to sit on the interview panel in November.</p>	<p>Francesco Masala Freya Jackson</p>	NA	15/10/2020	Completed
	5	<p>Leadership Committee review and approve:</p> <ul style="list-style-type: none"> <li>• Trustee recruitment project plan;</li> <li>• Trustee application pack;</li> <li>• Interview panel success criteria;</li> <li>• Amended Trustee recruitment &amp; induction policy;</li> <li>• Interview panel (<i>See project team areas above for details</i>).</li> </ul>	<p>Greg Noakes Officers</p>	NA	15/10/2020	
Project Phase 2	6	Interview panel receive training and instruction for interviews.	<p>Andrew McLaughlin Greg Noakes</p>	NA	16/11/2020	
	7	<p>Marketing Team publishes and promotes advert for recruitment. Officer Team to actively promote out amongst their own internal networks.</p>	<p>Helen Webb Officers</p>	NA	16/10/2020	
	8	Candidates submit applications to the Sponsor.	Students	NA	30/10/2020	
	9	Sponsor meets with candidates to discuss role and support them with preparing for the interview	Andrew McLaughlin	NA	30/10/2020	
	10	<p>Agree candidates to invite to interview on a rolling basis as applications received. Candidates formally invited to interview following meeting with sponsor.</p>	<p>Interview Panel Greg Noakes</p>	NA	30/10/2020	
	11	Candidates are interviewed by the panel between 2-5 <sup>th</sup> November and assessed based on success criteria. Sponsor attends meeting and acts as support advocacy for candidates.	<p>Interview Panel Andrew McLaughlin</p>	NA	05/11/2020	

Project phase 3	12	Interview panel and Leadership committee discuss and agree candidate to be recommended for appointment and rationale.	Interview Panel Officers	NA	11/11/2020	
	13	Successful candidate receives Trustee training ahead of December Board meeting.	Greg Noakes	NA	26/11/2020	
	14	Board decides based on report received if they will make appointment.	Board	NA	10/12/2020	
	15	Board reviews appointment process to determine if any lessons can be learnt for future appointments.	Board	NA	10/12/2020	
<b>Issues identified:</b> <ul style="list-style-type: none"> <li>Current policy states Leadership committee should carry out shortlisting but committee could agree amendment to allow interview panel to do this.</li> </ul>						
<b>Decisions:</b> <ul style="list-style-type: none"> <li>Current policy will be amended by Leadership Committee to reflect proposed new practice ahead of use.</li> </ul>						
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li><b>SHORT TERM:</b> successfully recruit a black student to the Board.</li> <li><b>MEDIUM TERM:</b> appointment successfully adds value to Board discussions from having a unique perspective.</li> <li><b>LONG TERM:</b> appointment successfully retained on the Board for their full term of office.</li> <li><b>LONG TERM:</b> appointment of black student to the Board successfully increases black student participation with The SU.</li> </ul>						
<b>Evaluation Method:</b> <ul style="list-style-type: none"> <li>Board to evaluate effectiveness of appointment as part of its periodic reviews of the Board's effectiveness.</li> <li>Student Life Pulse survey to be used to see if appointment positively increases participation of black students with The SU.</li> </ul>						

Risk Assessment Matrix					Risk Rating Bands		
Trivial	Minor	Moderate	Serious	Fatal	LOW RISK (1-8)	MEDIUM RISK (9-12)	HIGH RISK (15-25)
1	2	3	4	5			
2	4	6	8	10			
3	6	9	12	15			
4	8	12	16	20			
5	10	15	20	25			
					Continue, but review periodically.	Continue, but monitor controls in place regularly.	Must not proceed until risks are reduced to a lower level ( <i>Medium</i> ).

	Risk(s) identified	Impact	Likelihood	Gross Risk	Controls & measures	Impact	Likelihood	Gross Risk	Movement
1	Failure to diversify the Board leads to student disengagement with The SU	4	4	16	<ul style="list-style-type: none"> <li>This Trustee recruitment project.</li> <li>Trustee recruitment &amp; induction policy requires people from backgrounds under represented on Board be recruited.</li> <li>Trustees keep under review the Board's diversity via audit.</li> <li>Leadership committee keep succession plans under review.</li> </ul>	4	3	12	4
2	No black Students apply for the role.	3	4	12	<ul style="list-style-type: none"> <li>Targeted recruitment drive towards black students.</li> <li>Specifically seeking a black student for appointment.</li> <li>Current vacancy does not impact on Board's ability to operate.</li> <li>Able to repeat recruitment process again in the spring.</li> </ul>	3	3	9	3
3	Unconscious bias on the interview panel hinders recruitment	4	3	12	<ul style="list-style-type: none"> <li>Training for interview panel members.</li> <li>Recruitment of black student leader/representative for the panel.</li> <li>Role ring fenced for a black student.</li> <li>Chief Executive supporting candidates as an advocate.</li> </ul>	4	2	8	4
4	No suitable candidates found to fill Trustee vacancy.	3	3	9	<ul style="list-style-type: none"> <li>Not seeking specific skills for the Board.</li> <li>Current vacancy does not impact on Board's ability to operate.</li> <li>Able to repeat recruitment process again in the spring.</li> </ul>	3	2	6	3
Assessor: Governance & Executive Support Manager		Date: 24/09/2020			Review date: 10/12/2020				

## Role Profile

Role:	Independent Trustee
Term of office:	Three years
Commitment time:	Around 30 hours spread over the entire year
Salary:	Volunteer role, expenses paid
Location:	University of Bath premises
Reporting to:	The rest of the Board of Trustees
Responsible for:	The governance of The SU

### Summary of the role

The Board of Trustees is responsible for our overall governance, strategic direction and holding management to account for the decisions it makes. This is an influential and valuable role where you will be able to make important contributions to our current work and future direction – in particular supporting us to implement our strategy for 2020 onwards.

If you believe in the value of what we do, have the time to give to our cause, and can bring something unique to our Board, then we want to hear from you. We are looking for people who are able to provide constructive challenge, think strategically and use their own personal skills and experiences to support the Board in carrying out its role within The SU.

This is a volunteer role which will involve; participating in meetings and taking decisions in the best interests of The SU, engaging with important SU activities and events throughout the year, providing support and challenge to senior management, attending training relevant to the role of a Trustee, and developing an understanding of how The SU operates.

We are the students of the University of Bath. Through our volunteers, leaders and elected representatives, we come together to create opportunities for each other and shape the communities we are part of for the better.

Supported by a team of permanent staff and working in close partnership with stakeholders in the University and beyond, The SU is our independent charity that advances our education by:

- Promoting student interests and welfare,
- Representing, supporting and advising students,
- Being the recognised representative channel with the University and others, and
- Providing social, cultural, sporting and recreational activities.

By contributing to the communities we are part of, we achieve personal growth and development. This helps make the communities we are part of even better, delivering public benefit through stronger communities and better leaders.

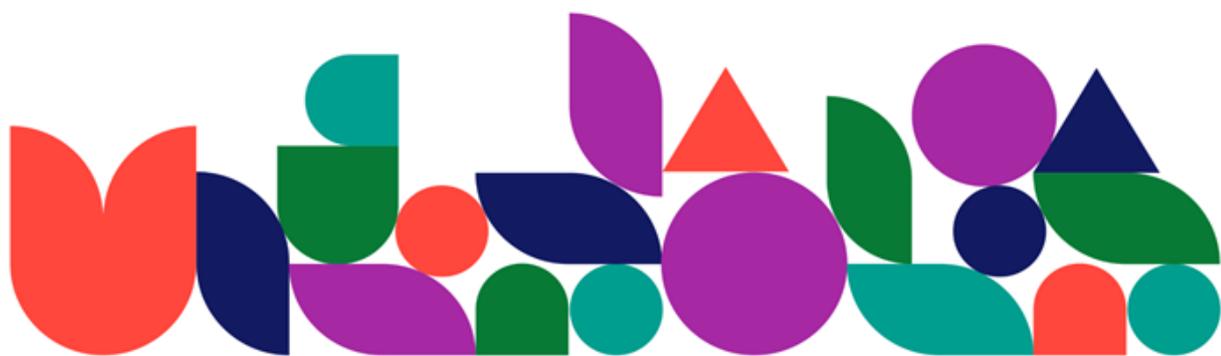
## Our Values

- Being student led in all we do.
- Empowering students to achieve their full potential.
- Inclusivity for all students.
- Providing a supportive environment.
- Promoting a sense of fun and enjoyment.

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## Main duties & responsibilities

- To oversee strategic planning for The SU and monitor the progress of its implementation.
- To monitor The SU's progress and evaluate its success in carrying out its core charitable objectives and meeting its KPIs (key performance indicators).
- To review and determine The SU's governance framework and structures.
- To ensure that The SU is legally compliant in carrying out its activities as a Charity.
- To ensure that resources are managed appropriately and spent on achieving The SU's charitable objectives.
- To determine and review the level of risk acceptable for activities carried out by The SU. To monitor and review health & safety arrangements for The SU.
- To commit to further development as a Trustee.



## What you know:

- Knowledge of issues, nationally and locally, affecting students and higher education.
- Knowledge of the role of the Board and how this differs to the role of the senior management team.

## What you can do:

- Ability to ask questions and challenge leaders in an appropriate way.
- Ability to listen, reflect and learn from a range of viewpoints including impartial advice before reaching own view.
- Ability to work in a team and build positive working relationships with a range of personalities.
- Ability to maintain confidentiality regarding sensitive matters discussed in confidence.
- Ability to relate to students by understanding their needs and perspectives.

## What we want you to do:

- Participate in meetings and take decisions in the best interests of The SU;
- Engage with important SU activities and events throughout the year;
- Provide support and challenge to senior management;
- Attend training relevant to the role of a Trustee;
- Develop an understanding of how The SU operates.

## Find out more

For an informal chat about the role please contact The SU's Chief Executive Andrew McLaughlin, email [a.m.mclaughlin@bath.ac.uk](mailto:a.m.mclaughlin@bath.ac.uk) or call 01225 38 3071.

More information on the role can also be found in our Trustees' Roles & Responsibilities policy.

## How to apply

To apply for this role please email [a.m.mclaughlin@bath.ac.uk](mailto:a.m.mclaughlin@bath.ac.uk) the following documents:

- an up to date copy of your CV;
- a short covering letter outlining your motivations for applying for the role.

## Job application timeline

Application Deadline: 30/11/2020

Interview Date: between 2-5th November 2020

Appointment by the Board: 10/12/2020

Please note that candidates will be informed if they have been selected for appointment by the Board and where possible invited to attend the Board meeting.

## Thank you

Thank you for taking an interest in joining the team at The SU.  
We look forward to receiving your application.

## Recruiting amazing trustees

**Briefing:** We are facilitating an active conversation with candidates, not conducting an uptight interview 😊. This means going with the flow, asking powerful questions and listening deeply to how candidates answer. The key things we're looking for from both stages are in the grid below. These are drawn from the [trustees roles and responsibilities policy](#). Remember, we need strong, diverse and independent characters who get what we're about and can work with us. We can train them in a bunch of stuff where needed, so long as they're 'good eggs' in the first place.

**Getting the discussion started:** *What would you say are the key challenges facing students at Bath? What role should The SU play in facing these? What role might you play as Trustee?*

**They get us**

Understands the role of trustee, as opposed to executive, officer or engaged student. Able to separate personal connections/ background/ experience from the role they need to play.

**We get them**

Someone we can work with. We can relate to them as individuals, and we're excited about working with them.

**They get students**

They are comfortable engaging with students and staff in The SU, build rapport well and take an interest in what's going on.

**They bring something special**

There's something about them that will bring something special to the board – could be skills, knowledge, experience or background – but adds to the diversity of perspective on the board.

**They are robust in a challenge**

Either being challenged or when challenging, there's confidence and a bit of steel there (in a good way).  
*Scenario – officer-led initiative, how resolve.*

**They are excited about being part of it**

There's a genuine buzz for doing this...beyond building their CV!

## Trustees Recruitment & Induction Policy

### THE STUDENTS' UNION (*THE SU*) TRUSTEE RECRUITMENT AND INDUCTION POLICY

**Vision:** To have an effective Board composed of Trustees with a range of backgrounds and skills.

**Rationale:** Having a diverse Board of Trustees will result in better discussions, more informed decisions and appropriate challenge to the senior leadership team, to the benefit of all within The SU.

This policy exists to ensure the effective recruitment and induction of Trustees for this purpose.

Content	Page
<a href="#">Advertising a vacancy</a>	1
<a href="#">Recruitment</a>	1
<a href="#">Pre-appointment checks</a>	2
<a href="#">Appointment</a>	2
<a href="#">Induction</a>	2

#### Advertising a vacancy

Where a vacancy arises or is due to arise amongst the Independent Trustees the Leadership committee will meet to:

- identify potential gaps in the skills and backgrounds of those remaining on the Board;
- determine the criteria to be used in recruiting a new Independent Trustee;
- determine the timetable for recruitment;
- appoint an interview panel.

The SU will take special care to encourage applications from people with backgrounds who may have traditionally been underrepresented on the Board of Trustees:

- Women;
- International;
- Postgraduate;
- Black, Asian & Minority Ethnic, (*BAME*);
- Lesbian, Gay, Bisexual, Transgender (*LGBT+*).

#### Recruitment

Applicants interested in the role will be required to submit:

- an application outlining their reasons for wishing to join the Board of Trustees;
- a C.V. detailing their skills, backgrounds and experiences.

The interview panel will:

- review applications received against the agreed criteria and select candidates for interview;
- interview candidates and decide if anyone should be recommended for appointment;
- make any reasonable adjustments necessary for candidates coming to interviews;
- prioritise candidates who have backgrounds underrepresented on the Board of Trustees;
- inform candidates of the outcome of their application/interview.

The interview panel will submit a report to the Board of Trustees detailing:

- the rationale for any candidates they are recommending for appointment;
- the active steps taken to prioritise candidates with backgrounds underrepresented on the Board;
- any lessons learnt from the recruitment process that might improve recruitment next time.

## **Pre-appointment checks**

Candidates being recommended for appointment will be required to:

- confirm their continued interest in the role
- complete a declaration that confirms they are not disqualified from being a Trustee;
- complete a register of interests to notify the Board of Trustees of potential conflicts of interest;
- complete a skills audit to inform Trustee recruitment and training needs;
- complete an equal opportunities monitoring form to allowing monitoring of the Board's diversity;
- provide their full name, date of birth, full postal address, email address and telephone number to update The SU and [Charity Commission](#)'s records to be able to contact Trustees when needed.

This information will be processed and handled confidentially in accordance with The SUs' Data Protection policy.

## **Appointment**

The Board of Trustees will appoint the interview panel's recommended candidate(s) subject to:

- confirmation that the candidate is not disqualified from being a Trustee;
- agreement that the candidate meets the previously agreed recruitment criteria;
- agreement that the candidate will make a suitable Trustee.

In the event that the Board of Trustees is divided upon whether a recommended candidate is suitable for appointment they discuss and vote on the matter.

## **Induction**

All new Independent Trustees will be given an induction that will include:

- meeting key stakeholders within The SU;
- attending committee meetings as an observer;
- training on the roles and responsibilities of a Trustee.

All new Independent Trustee will be provided with the following information:

- the last Annual Trustees Report and Audited Accounts;
- the current SU Strategy;
- all current SU policies.

**PURPOSE**

To report on:

- Board Background Checks
- Board succession planning and recruitment;
- Board skills & diversity;
- Committees and link trustees;
- Legal compliance.

**CONTENTS**

Page 1:	Report
Page 1-2:	Actions
Page 4:	Appendix 1: Board Skills Audit
Page 5:	Appendix 2: Board Diversity Audit
Page 6:	Appendix 3: Committee Membership and Link Trustees Appointments

**REPORT****1. BOARD BACKGROUND CHECKS**

1.1. The table below provides details of the backgrounds checks completed by Trustees for 2020/21:

Trustee name	Skills audit	Diversity audit	Disqualification check	Register of interests
Rob Clay	✓	✓	✓	✓
Jordan Kenny	✓	✓	✓	✓
Alexander Robinson	✓	✓	✓	✓
Valerie Copenhagen	✓	✓	✓	✓
Kate Aldridge	✓	✓	✓	✓
Marian McNeir				
Francesco Masala	✓	✓	✓	✓
Tom Sawko	✓	✓	✓	✓
Freya Jackson	✓	✓	✓	✓
Ka Ho Ho	✓	✓	✓	✓
Annie Willingham	✓	✓	✓	✓

1.2. The Charity Commission has been partially updated with changes to the Board's membership based on the responses that have been received to date (*see above*).

**2. BOARD SUCCESSION PLANNING AND RECRUITMENT**

2.1. The table below provides the end dates for all current Independent Trustees descending in order of when they will expire and detailing whether they are eligible for a second term.

Trustee name	End date	Appointment	Eligible for 2 <sup>nd</sup> term
Rob Clay	12/10/2021	Appointed by the Board	No
Jordan Kenny	19/12/2022	Appointed by the Board	Yes
Alexander Robinson	19/12/2022	Appointed by the Board	Yes
Valerie Copenhagen	19/12/2022	Appointed by the Board	Yes
Kate Aldridge	19/12/2022	Appointed by the Board	Yes
Marian McNeir	28/07/2023	Appointed by the Board	No

Vacancy	-	-	-
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- 2.2. Under our Articles of Governance an Independent Trustee's term of office is initially 3 years with possibility of re-appointment for a further 3 years. They can only serve a total maximum of 6 years.
- 2.3. Independent Trustees are appointed by the Board but responsibility for recruiting and making recommendations on who should be appointed is delegated to the Leadership committee. The process for this is outlined within the Trustee Recruitment and Induction policy. All SU policies can be found on [policy page](#)<sup>2</sup> of the governance section of the website.
- 2.4. Under our Articles of Governance there is a minimum requirement for at least one of the Independent Trustees to also be a student. While there is no restriction on how many students can be on the Board it is advised that this should never exceed more than two. This is to ensure that there are a reasonable number of Trustees on the Board without personal connections to The SU which might otherwise cause conflicts of interests.
- 2.5. There is currently one vacancy on the Board. At a previous Leadership committee meeting it was agreed that a black student should be appointed to fill this vacancy. There appointment would provide a unique student perspective and help to increase diversity on the Board. This recruitment will be carried out in the autumn after students have returned from summer break.

### 3. BOARD SKILLS & DIVERSITY

- 3.1. The Board skills audit (*appendix 1*) and diversity audit (*appendix 2*) were last updated in autumn 2020. This is not a complete picture as we are still awaiting one or two forms from Trustees.
- 3.2. The skills audit shows no major areas of concern in the collective knowledge, experiences and skills of the Board.
- 3.3. The following are the areas where more Trustees might potentially benefit from further training:
- Charity Sector;
  - Local community/businesses;
  - Trustee responsibilities;
  - Finance;
  - HR;
  - Health & Safety;
  - Media & Marketing.
- 3.4. The Governance & Executive Support Manager has plans to deliver training that will cover:
- Charity sector;
  - Trustee responsibilities.

### 4. COMMITTEES AND LINK TRUSTEES

- 4.1. The Board's committee membership and link trustees appointment (*appendix 3*) was last updated in summer 2020.

### 5. LEGAL COMPLIANCE

- 5.1. All charities (*including Student Unions*) must comply with:
- [Charities Act 2011](#)

<sup>2</sup> If this link no longer works this means there has been a change to the website since this report was published.

- [Charities \(Protection and Social Investment\) Act 2016](#)
- Trustees Acts 1925 and 2000
- Charity Commission regulation. The Commission has a [full list of guidance](#) that explains what Charities 'must' and 'should' do.
- [Statement of Recommended Practice \(SORP\)](#) for charity accounting and submission of annual returns, reports and accounts.
- laws on trading, political activities, fundraising, GDPR and employment.
- their governing document ([Articles of Governance](#)).

5.2. In addition to the above the University Council is responsible for ensuring that The SU adheres to the Education Act 1994 section 22. This act predates Student Unions becoming registered charities with the Charity Commission as previously they had been exempt charities. There is a potential issue that the Act gives certain responsibilities to the University Council which, arguably post charities act 2011, should belong with the Board of Trustees. It should be noted that the enforcement of the Education Act 1994 is not monitored by any government body.

<b>ACTIONS</b>
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6. Trustees are asked to note the report.

<b>CONTACT:</b>	Gregory Noakes ( <i>Governance &amp; Executive Support Manager</i> )	Telephone: 01225 386362 E-Mail: <a href="mailto:g.d.noakes@bath.ac.uk">g.d.noakes@bath.ac.uk</a>
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**APPENDIX 1: BOARD SKILLS AUDIT**

The skills audit below gives a collective overview of the Board’s strengths and weaknesses.

Board Skills Audit	Desirable/essential	Independent Trustees	Officers
Knowledge of the Student Union Sector	Essential	4	4
Knowledge of issues, nationally and locally, affecting students and Higher Education	Essential	4	4
Knowledge of the legal duties and responsibilities of a Charity Trustee	Essential	4	4
Knowledge of the role of the Board and how this differs to the role of senior management	Essential	4	4
Knowledge of the Charity Sector	Essential	3	3
Knowledge of the importance of adhering to an organisations policies	Desirable	5	5
Knowledge of my own strengths, weaknesses and commitment to personal development	Desirable	4	4
Knowledge of and/or connections to the local community/business	Desirable	3	3
Experience of being a trustee/director of a Charity/company	Essential	3	2
Experience of chairing a committee/Board	Essential	4	3
Experience of strategic planning and setting clear objectives	Essential	4	3
Experience of risk management and how to prioritise, assess and mitigate against risk	Essential	4	3
Experience of financial planning, monitoring, decision making, compliance and control	Essential	4	3
Experience of complying with legal, regulatory and financial frameworks and statutory guidance	Essential	3	3
Experience of setting clear expectations for improvement, outcomes and how progress should be reported	Essential	4	3
Experience of reviewing governance structures	Essential	3	2
Experience of engaging and working with a range of different stakeholders	Desirable	4	4
Experience of human resource (HR) policy and processes	Desirable	3	2
Experience of Health & Safety policy and processes	Desirable	3	3
Experience of campaigning, advocacy and democratic processes	Desirable	3	3
Experience of media and marketing	Desirable	3	4
Experience of change management activities such as re-structures/reorganisations	Desirable	3	2
Ability to ask questions and challenge leaders in an appropriate way	Essential	4	4
Ability to interpret data and statistics to identify strengths, weaknesses and areas for development	Essential	5	4
Ability to listen, reflect and learn from a range of viewpoints including impartial advice before reaching own view	Essential	5	4
Ability to work in a team and build positive working relationships with a range of personalities	Essential	5	4
Ability to discuss a sensitive issue in an appropriate manner and bring people together in adversarial situations	Essential	4	4
Ability to maintain confidentiality regarding sensitive matters discussed in confidence	Essential	5	5
Ability to relate to students by understanding their needs and perspectives	Essential	4	5

Key	Meaning
1	Very weak – future trustee recruitment/training should target this area
2	Weak – future trustee recruitment/training should target this area
3	Okay – future training should target this area
4	Strong – No action required
5	Very strong – No action required

**APPENDIX 2: BOARD DIVERSITY AUDIT**

The audit below gives a collective overview of the current Board’s strengths and weaknesses in terms of diversity.

		Independent Trustees	Officers	
Gender:	Male	60%	60%	
	Female	40%	40%	
	Prefer not to say	0%	0%	
Marital status:	Married	20%	0%	
	Single	60%	100%	
	In a civil partnership	0%	0%	
	Other	20%	0%	
	Prefer not to say	0%	0%	
Age band:	18 – 29	40%	100%	
	30 –39	40%	0%	
	40 – 49	0%	0%	
	50 – 59	20%	0%	
	60 – 65	0%	0%	
	Over 65	0%	0%	
	Prefer not to say	0%	0%	
Sexual orientation:	Heterosexual	80%	60%	
	Homosexual	20%	20%	
	Bisexual	0%	20%	
	Transsexual	0%	0%	
	Undergone gender reassignment	0%	0%	
	Prefer not to say	0%	0%	
Disabilities:	None	60%	100%	
	Physical disability	20%	0%	
	Mental disability	0%	0%	
	Prefer not to say	20%	0%	
Race/nationality/ethnic origin:	White	English	40%	0%
		Scottish	0%	0%
		Welsh	0%	20%
		Irish	0%	0%
		British	60%	20%
	Mixed	Other white background	0%	40%
		White and Black Caribbean	0%	0%
		White and Black African	0%	0%
		White and Black British	0%	0%
		White and Asian	0%	0%
	Asian	Other mixed background	0%	0%
		Indian	0%	0%
		Pakistani	0%	0%
		Bangladeshi	0%	0%
		British	0%	0%
	Black	Other Asian background	0%	20%
		Caribbean	0%	0%
		African	0%	0%
		British	0%	0%
		Other black background	0%	0%
Chinese	0%	0%		
Other ethnic group	0%	0%		
Prefer not to say	0%	0%		
Religion:	Christian	40%	0%	
	Jewish	0%	0%	
	Sikh	0%	0%	
	Muslim	0%	0%	
	Hindu	0%	0%	
	Buddhist	0%	20%	
	Rastafarian	0%	20%	
	None	60%	60%	
	Other religion	0%	0%	
	Prefer not to say	0%	0%	

**APPENDIX 3: COMMITTEE MEMBERSHIP AND LINK TRUSTEE APPOINTMENTS**

<b>Finance &amp; Audit committee</b>			
Tom Sawko ( <i>Chair</i> )		Officer	
Francesco Masala		Officer	
Rob Clay		Independent Trustee	
Valerie Copenhagen		Independent Trustee	
Kate Aldridge		Independent Trustee	
Jordan Kenny		Independent Trustee	
Meeting dates: <ul style="list-style-type: none"> <li>Monday 27<sup>th</sup> July 2020 2-4pm</li> <li>Thursday 27<sup>th</sup> August 2020 9-11am</li> <li>Thursday 22<sup>nd</sup> October 2020 9-11am</li> <li>Thursday 19<sup>th</sup> November 2020 9-11am</li> <li>Monday 15<sup>th</sup> March 2021 9-11am</li> <li>Thursday 20<sup>th</sup> May 2021 9-11am</li> </ul>			
<b>Leadership committee</b>			
Freya Jackson ( <i>Chair</i> )		Officer	
Francesco Masala		Officer	
Tom Sawko		Officer	
Ka Ho Ho		Officer	
Annie Willingham		Officer	
Vacancy		Officer	
Meeting dates: <ul style="list-style-type: none"> <li>Wednesday 8<sup>th</sup> July 2020 3.30pm</li> <li>Wednesday 12<sup>th</sup> August 2020 3.30pm</li> <li>Wednesday 9<sup>th</sup> September 2020 3.30pm</li> <li>Wednesday 14<sup>th</sup> October 2020 3.30pm</li> <li>Wednesday 11<sup>th</sup> November 2020 3.30pm</li> <li>Wednesday 9<sup>th</sup> December 2020 3.30pm</li> <li>Wednesday 13<sup>th</sup> January 2021 3.30pm</li> <li>Wednesday 10<sup>th</sup> February 2021 3.30pm</li> <li>Wednesday 10<sup>th</sup> March 2021 3.30pm</li> <li>Wednesday 14<sup>th</sup> April 2021 3.30pm</li> </ul>			
<b>Complaints &amp; Disciplinary committee</b>			
Marian McNeir ( <i>Chair</i> )		Independent Trustee	
Alexander Robinson		Independent Trustee	
Freya Jackson		Officer	
Kate Aldridge ( <i>Reserve member</i> )		Independent Trustee	
Vacancy ( <i>Reserve member</i> )		Independent Trustee	
Annie Willingham ( <i>Reserve member</i> )		Officer	
Meeting dates: Meets as and when necessary.			
<b>Name</b>	<b>Link Trustee</b>	<b>Staff contacts</b>	<b>Officer contact</b>
Rob Clay	Finance & Commercial activities	Head of Finance Head of Commercial activities	Tom Sawko
Valerie Copenhagen Kate Aldridge	Equality, Diversity and Inclusion	Deputy Chief Executive	Freya Jackson
Jordan Kenny	Student Representation	Head of Student Voice	Tom Sawko Francesco Masala
Valarie Copenhagen	Student Activities	Head of Activities	Tom Sawko Francesco Masala
Marian McNeir	Student Advice, Community and Support	Advice & Community Manager Peer Support Manager	Ka Ho Ho
Alexander Robinson	Student Communications and Marketing	Head of Marketing	Annie Willingham
Jordan Kenny	Governance, Strategy and Management	Chief Executive	Francesco Masala

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# Chief Executive Officer (SU) – Recruitment Planning & Monitoring

Updated as of 07/10/2020

CEO Recruitment – Planning & Monitoring				
	09-Oct	17-Oct	24-Oct	31-Oct
<b>Recruitment</b>	Franci to receive salary point from HR  Franci to receive benchmarking from HR 		Recruitment launched 	
<b>Officers/Staff</b>	Franci to meet Mandy  Franci to meet Helen Mc  Review JK paper to Board  JD and PS sent to HR for approval 			Andrew to have met with HoDs and drafted workflow distribution plan 
<b>Board of Trustees</b>	JD and PS shared with BoT for approval 	BoT to approve recruitment process and budget 	Chair and Vice Chair to Update Board 	
<b>University</b>	Franci to meet Cassie 	Recruitment Agency brought on 		

CEO Recruitment – Planning & Monitoring				
	07-Nov	14-Nov	21-Nov	28-Nov
Recruitment	Interview Panels finalised 	Recruitment Closes 	Longlisting finalised 	Shortlisting finalised 
Officers/Staff		AM - Workflow distribution plan finalised and shared with staff/officers 		
Board of Trustees		Chair and Vice Chair to Update Board 	Chair and Vice Chair to Update Board 	Chair and Vice Chair to Update Board 
University				

CEO Recruitment – Planning & Monitoring				
	05-Dec	12-Dec	15-Dec	HOLIDAYS
Recruitment	 Interviews	 Appointment Made 		
Officers/Staff			Appointment announced to staff 	
Board of Trustees			Appointment announced to Board 	
University				

## Update for Leadership Committee

The recruitment process is officially underway and has involved relevant stakeholders with the University and the SU. These have so far included:

- Mandy Wilson-Garner, Deputy Chief Executive (SU)
- Helen McHenry, Head of Finance (SU)
- Richard Brooks, Director of HR
- Peter Eley, Deputy Director of HR
- Cassie Wilson, Vice-President (Student Experience)
- Martin Williams, Director of Finance
- Jordan Kenny, Vice-Chair of the Board of Trustees
- Alexander Robinson, Trustee
- Marian McNeir, Trustee

A Chief Executive Recruitment Group has been created with people who have expressed interest in being involved in the process. The group will be a proxy for the Board for approving parts of the process, such as the Job Description and Person Specification, salary point, and recruitment costs. The Board of Trustees (and, by default, Leadership Committee) will be regularly updated throughout the process and may be asked for approval via a decision without a meeting on certain matters.

As highlighted in the spreadsheet above, we are aiming to make an appointment by Friday, December 12<sup>th</sup>, aiming for the appointee to accept the new position by the 15<sup>th</sup> (the last day before the Christmas holidays begin). Peter Eley is scouting for a recruitment agency, with the aim to bring them on board by Wednesday, October 14<sup>th</sup>, aiming to launch the recruitment process by October 24<sup>th</sup> the latest.

Whilst the details of the post-application process are yet to be finalised, it is likely to include a presentation to staff, focus group with the SU Officers, a finance/commercial task, and a final interview. Provisionally, the interview panel is going to be made up of Cassie Wilson, Marian McNeir, Alexander Robinson, and Francesco Masala.

Francesco Masala

SU President

October 2020